Qualitative interview guide

1. **COHERENCE**: To explore how well the interviewee understands the reason why the intervention was being run, the influence of evidence in decision-making relating to running the intervention and if they knew the benefits of the intervention.

   **Questions relating to coherence**
   1. Can you tell me why supervised tooth brushing has been chosen in the PCT, and what makes it the choice of intervention amongst the others?
   2. What benefits or value did you foresee could be derived from the intervention compared to other oral health promotion interventions?
   3. Can you tell me how you planned and decided on what you needed to get the intervention running?
   4. Can you describe some factors that you consider as important in ensuring the intervention achieves its aim?
   5. Can you explain how you go about ensuring those factors are met?
   6. Do you think the intervention is beneficial or worth the effort you put into it?
   7. Can you tell me what you know about the intervention?
   8. How well do you think you understand what the intervention is all about?
   9. Have you ever felt that you needed to know and understand more about the aim and importance of the intervention in order to deliver it more appropriately?

2. **COGNITIVE PARTICIPATION**: To understand the mental capability and willingness of people in implementing the intervention. It helps to assess the process of getting people to “buy in” to the programme.

   **Questions relating to cognitive participation**
   1. Can you tell me what is involved in getting oral health promoters and schools to see the intervention as their own projects (ownership)?
   2. What can you say about your level of your contribution, the OHP and schools contributions to effectiveness of the intervention?
   3. Is there anything that you think or wish you had that would help to achieve better results from the intervention?

3. **COLLECTIVE ACTION**: To assess the practical aspects and operational work of the intervention. To see if people work across the levels accurately i.e if there’s a way of building the morale of the people involved and if there are weak links across the levels.

   **Questions relating to collective action**
   1. Can you tell me how you plan and work on the intervention with others that are delivering the scheme?
   2. How do you ensure that the oral health coordinators, promoters and schools carry out the intervention as planned and decided by you?
   3. What do you think can help to strengthen the link in delivering the intervention better?
   4. What sort of resources do you feel you need to get the best out of the intervention?
   5. Have you felt at any time that there is not enough guidance and support regarding what you need to do in implementing the intervention?
   6. Did you at any stage think you would achieve more in the implementation of the scheme if you attended some particular training and development?
   7. Can you describe to me how the intervention was introduced to you?
   8. How do you plan the delivery of the intervention with the oral health promoters?
   9. Can you talk to me in detail how you carry out the intervention; time of the day, duration, supplies, how regular it is?
   10. How do you get the children to participate in the programme?
   11. How do you get parents’ support?
   12. Do you think it’s what you should be doing?

4. **REFLEXIVE MONITORING**: To understand how the intervention is assessed and appraised by the participants.

   **Questions relating to reflexive monitoring**
   1. Can you tell me how you monitor the delivery of the intervention?
   2. How do you obtain feedback from OHP and the schools?
   3. What sorts of individual and collective reflections and evaluations do you undertake?
   4. Can you tell me of instances when you have had to modify the implementation of the intervention based on feedback obtained.
   5. Do you think you have the necessary support and resources to accurately assess your input to the intervention?